

Grade 5 ► Weeks 1-6

What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

🌀 = Continued Focus

▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. ★</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles. ★</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ★</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ★</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ★</p>	Phonological Awareness	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ★ 🌀	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ★ 🌀	<p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ★</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ★</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ★</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely. ★</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. ★</p>	<p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. ★</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions. ★</p> <p>L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works. ★</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed. ★</p>
	Phonics and Word Recognition	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ★ 🌀	RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ★ 🌀		
	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	<p>Craft and Structure</p> <p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ★ 🌀</p>	RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . ★ 🌀		
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ★		Craft and Structure		
<p>SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) ★</p>	Fluency	RF.5.4: Read with sufficient accuracy and fluency to support comprehension.	Integration of Knowledge and Ideas	Production and Distribution of Writing	Knowledge of Language
	a. Read on-level text with purpose and understanding. ★	<p>Integration of Knowledge and Ideas</p> <p>(Begins in Weeks 13-18)</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. ★</p>	(Begins in Weeks 7-12)	W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). ★	(Begins in Weeks 19-24)
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ★		Range of Reading and Level of Text Complexity	W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) ★	Vocabulary Acquisition and Use
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ★		RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. ★	W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. ★	L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
<p>Presentation of Knowledge and Ideas</p>				W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ★ 🌀	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ★
				Research to Build and Present Knowledge	L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
				Range of Writing	a. Interpret figurative language, including similes and metaphors, in context. ★
				W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ★ 🌀	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. ★
					L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). ★

Grade 5 ► Weeks 7-12 What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language	
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English	
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ★ b. Follow agreed-upon rules for discussions and carry out assigned roles. 🌀 c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 🌀 d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 🌀 SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 🌀 Presentation of Knowledge and Ideas SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) 🌀	Print Concepts	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 🌀 🌀 RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 🌀 🌀 RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ★	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 🌀 🌀 RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 🌀 🌀 RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ★	W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ★ b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ★ c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). ★ d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ★ e. Provide a concluding statement or section related to the information or explanation presented. ★	L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ★ b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. ▶ c. Use verb tense to convey various times, sequences, states, and conditions. ▶ L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. ★ c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). ★ d. Use underlining, quotation marks, or italics to indicate titles of works. 🌀 e. Spell grade-appropriate words correctly, consulting references as needed. 🌀	
	Phonological Awareness					
	Phonics and Word Recognition	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 🌀				
	Fluency	RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	Craft and Structure RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 🌀 🌀 RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. ★ Integration of Knowledge and Ideas (Begins in Weeks 13-18) Range of Reading and Level of Text Complexity RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. 🌀	Craft and Structure RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . 🌀 🌀 Integration of Knowledge and Ideas RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ★ Range of Reading and Level of Text Complexity RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. 🌀	Production and Distribution of Writing W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). 🌀 W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) 🌀 W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 🌀 Research to Build and Present Knowledge W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 🌀 🌀 Range of Writing W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 🌀	Knowledge of Language (Begins in Weeks 19-24)

Grade 5 ► Weeks 7-12 (cont.) What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
					<div>Vocabulary Acquisition and Use</div> <div>L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ⌚ b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). ★ L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. ⌚ c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. ⌚ L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>). ⌚</div>

Grade 5 ► Weeks 13-18 What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language	
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English	
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 🌀 b. Follow agreed-upon rules for discussions and carry out assigned roles. ▶ c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ▶ d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ▶ SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 🌀 SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ★	Phonological Awareness	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ▶ RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 🌀 RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 🌀 ➡	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ▶ RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ▶ RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 🌀 ➡	W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. ★ b. Provide logically ordered reasons that are supported by facts and details. ★ c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). ★ d. Provide a concluding statement or section related to the opinion presented. ★	L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 🌀 e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). ★ L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. 🌀 c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). ▶ d. Use underlining, quotation marks, or italics to indicate titles of works. ▶ e. Spell grade-appropriate words correctly, consulting references as needed. 🌀	
	Phonics and Word Recognition	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 🌀	Craft and Structure	RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ▶ ➡ RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ★ ➡ RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ★	Production and Distribution of Writing	W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). 🌀 W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) 🌀 W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 🌀
	Fluency	RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	Integration of Knowledge and Ideas	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 🌀	Range of Reading and Level of Text Complexity	RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. 🌀
	Presentation of Knowledge and Ideas		Range of Reading and Level of Text Complexity			
SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ★ SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) 🌀		RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ★				
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Grade 5 ► Weeks 13-18 (cont.) What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
				Research to Build and Present Knowledge W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ★ W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 🌀 ▶ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). ★ ▶ b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). ★ ▶ Range of Writing W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 ▶	Vocabulary Acquisition and Use L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ▶ b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). 🌀 L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. ▶ c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. ▶ L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). 🌀

Grade 5 ► Weeks 19-24 What Do Good Readers, Writers & Thinkers Do?

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Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ►	Print Concepts	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ►	RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ⊙ ◀	W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ►	L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ►
SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ►	Phonological Awareness	RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ► ◀	Craft and Structure	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ►	d. Recognize and correct inappropriate shifts in verb tense. ★
SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ⊙	Phonics and Word Recognition	RL.5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. ★	RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ⊙ ◀	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ►	e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). ⊙
Presentation of Knowledge and Ideas	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ⊙	RL.5.6: Describe how a narrator's or speaker's point of view influences how event are described. ⊙ ◀	RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ⊙	d. Use concrete words and phrases and sensory details to convey experiences and events precisely. ►	L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. ►
SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ⊙	Fluency	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	e. Provide a conclusion that follows from the narrated experiences or events. ►	b. Use a comma to separate an introductory element from the rest of the sentence. ★
SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. ★	RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⊙	RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ★	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ⊙ ◀	Production and Distribution of Writing	e. Spell grade-appropriate words correctly, consulting references as needed. ⊙
SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) ⊙	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ⊙	RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ⊙	RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ★	W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). ⊙	Knowledge of Language
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⊙	Range of Reading and Level of Text Complexity	RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ★	W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) ⊙	L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ★
		RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. ⊙		W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. ⊙	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. ★

Grade 5 ► Weeks 19-24 (cont.) What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

🌀 = Continued Focus

▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
			Range of Reading and Level of Text Complexity RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. 🌀	Research to Build and Present Knowledge W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 🌀 W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 🌀 ▶ W.5.9: Draw evidence from literary or informational texts to support analysis , reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). 🌀 ▶ b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). 🌀 ▶ Range of Writing W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 ▶	Vocabulary Acquisition and Use L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). ▶ c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ★ L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. ★ L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>). 🌀

Grade 5 ► Weeks 25-30 What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

🌀 = Continued Focus

► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature Key Ideas and Details	Reading Informational Key Ideas and Details	Writing Text Types and Purposes	Language Conventions of Standard English
Comprehension and Collaboration	Print Concepts		RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ►	W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ► b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ► c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). ► d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ► e. Provide a concluding statement or section related to the information or explanation presented. ►	L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense. 🌀 e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). ►
SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ►	Phonological Awareness	RL.5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. 🌀 ➡	Craft and Structure		L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. 🌀 e. Spell grade-appropriate words correctly, consulting references as needed. 🌀
Presentation of Knowledge and Ideas	Phonics and Word Recognition	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. 🌀 ➡	RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ► RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 🌀 ➡	Production and Distribution of Writing	
SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ► SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 🌀 SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) 🌀	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 🌀	Integration of Knowledge and Ideas	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ► RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 🌀 ➡ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 🌀 ➡	W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). 🌀 W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) 🌀 W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 🌀	
	Fluency	RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 🌀 ➡ RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ► ➡ Range of Reading and Level of Text Complexity	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	
	RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. 🌀	Range of Reading and Level of Text Complexity	W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 🌀 W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 🌀 ➡ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). 🌀 ➡ b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). 🌀 ➡	L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 🌀 b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 🌀

Grade 5 ▶ Weeks 25-30 (cont.) What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard ⌚ = Continued Focus ▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
				Range of Writing	Vocabulary Acquisition and Use
				W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ⌚ 🔴	L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ⌚ L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. ⌚ L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). ⌚

Grade 5 ► Weeks 31-36 What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature Key Ideas and Details	Reading Informational	Writing Text Types and Purposes	Language Conventions of Standard English
Comprehension and Collaboration	Print Concepts	Craft and Structure	Key Ideas and Details	W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. ► b. Provide logically ordered reasons that are supported by facts and details. ► c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). ► d. Provide a concluding statement or section related to the opinion presented. ►	L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense. ► L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. ► e. Spell grade-appropriate words correctly, consulting references as needed. ►
Presentation of Knowledge and Ideas	Phonological Awareness	RL.5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. ►⦿	Craft and Structure RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ►⦿	Production and Distribution of Writing	Knowledge of Language
SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. ► SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) ►	Phonics and Word Recognition RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ⦿	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. ►⦿	Integration of Knowledge and Ideas RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ►⦿ RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ►⦿	W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). ► W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) ► W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. ►	L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ► b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. ►
	Fluency RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ⦿ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	Integration of Knowledge and Ideas RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ►⦿ RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ►⦿	Range of Reading and Level of Text Complexity RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. ►	Research to Build and Present Knowledge W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ► W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ►⦿ W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). ►⦿ b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). ►⦿	Vocabulary Acquisition and Use L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ► L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. ► L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). ►
		Range of Reading and Level of Text Complexity RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. ►		Range of Writing W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ►⦿	